

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The purpose of this chapter is reviewing some related theories, which will be useful for establishing the framework underlying this study. The topics to be discussed here are: (1) teaching listening, (2) technique of teaching listening, (3) the problem of learning process, (4) Dictogloss.

2.1 Listening

2.1.1 Teaching Listening

Teaching is showing or helping someone to know or do something by transferring knowledge or giving facilities in order that the learner easy in receiving knowledge (Brown 2001). It is also a complex process which involves many actions between teacher and student. Thus, a sequence of action done by the teacher and student is purposed to improve the students' knowledge of behavior.

According to Brown (2001), one learns to speak from what he or she hears. It means, language learning depends a lot on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Since listening is key in language learning, therefore teachers need to know what are really needed by the students in the learning activity and how to make the class as interesting as possible as well.

2.1.2 Process of Listening

According to Tyagi (2013), the process of listening occurs in five stages.

There are:

1. **Receiving (Hearing)**

It refers to the response caused by sound waves stimulating the sensory receptors of the ear, it is a physical response. Hearing is perception of sound waves, you must hear to listen, but you do not need listen to hear.

2. **Understanding (Learning)**

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived. For successful interpersonal communication, the listener must understand the intended meaning waves, you must hear to listen, but you do not need listen to hear.

3. **Remembering (Recalling)**

Remembering is important in listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening, our attention is selective, so too is our memory. What is remembered may be quite different from what was originally seen or heard.

4. **Evaluating (Judging)**

At this point, the active listener weighs evidence, sorts of fact from opinion, and determines the presence or absence of prejudice in a message.

5. **Responding (Answering)**

This stage requires that the receiver complete the process through verbal and/or non-verbal feedback because the speaker has no other way to determine if a

message has been received. This stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

All in all, in receiving, the listener gets the stimuli or the message. Understanding is when the listener integrates the message into his frame of reference. Remembering is recording message that has been received and interpreted into somewhere in the brain. It can be used to remember again what he has listened on the other days. Evaluating is the listener judges to merits of the information.

2.1.3 The Problems of Listening

Listening is an inseparable skill of learning second language without doubt. The problems about listening have newly started to be examined In order to have success in listening, problems about listening in second language should be firstly identified. According to Azmi Bingol et al. (2014), there are a lot of difficulties students' listening comprehension processes. Some of problem are as follows:

1. Quality of Recorded Materials

Teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening process.

2. Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems

in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance.

3. Unfamiliar Vocabulary

Listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can make their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

4. Length and Speed of Listening

The level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness.

In addition, there are other problem that make listening difficult for the listener. According to Bloomfield et al. (2010) and Walker (2014) expressed that one of the serious problem in listening is related to the pronunciation of words that is different from the way they appear in print. Due to the fact that the spoken language varies to the form of the written language, the recognition of words that make the oral speech can create some difficulties for students. Graham (2006) mentioned a lot of problem in listening activities such as restricted vocabulary, poor grammar, and misinterpretations about listening tasks.

2.1.4 Teaching Listening technique

There are many listening activities that involve beginner students. However, teachers should be very careful in planning and setting up the activities. According to Rixon (1986, in Machakova, 2009), there are three phase teaching technique in listening, as follows:

1. Pre-listening Stage

Pre- listening stage consist of things that students do before the listening, to help students to get what they are going to listen. In other words this stage serves as preparation for listeners in order to get the most from the listening passage. According to Rixon (1986, in Machakova, 2009), at this stage, teacher should arrange such challenges that will give the students reasons for even bothering to listen to the listening text. All this involves outlining the setting and giving background information but it is not advised to tell the students too much otherwise the whole listening will be spoiled.

2. While-listening Stage

While-listening stage consist of activities and exercises to be carried out while the learners listen to the listening text, to direct them as they try to seize the main information of the passage. This stage, as it arises from the name, contains of activities done by the students during the listening passage. The aim of activities is to help the students to catch the main meaning of the text so that they have enough information to interpret the text. Teachers have to point out that at this stage students should not worry about interpreting long and difficult questions and

subsequent production of complex answers, but they should be concerned with demonstration of the important information (Rixon, 1986 in Machakova, 2009).

3. Post-listening Stage

The last phase, called post-listening or follow up stage, contains things to do once the students have apprehended of the meaning and content of the passage and are prepared to look back, to reflect on some aspects of language in it, or to do some additional work based on the content of the listening text. During the follow up activities students use their knowledge gained during the previous stage (Rixon, 1986 in Machakova, 2009).

Furthermore, Underwood (1986, in Machakova, 2009) declares that pre-listening task can consist of a variety of activities, which can help the teacher to focus the students' minds on the topic by narrowing down the things that the learners anticipate to hear and stimulating relevant previous knowledge and already known language.

2.2 Dictogloss

Dictogloss is a classroom dictation activity where the students are asked to listen to a text (short one) that is read by the teacher and the students will reconstruct the text by their own words (Cardoso, 2009). This technique is very helpful in listening and learning about their ability to monitor students both in the classroom and outside the classroom. Learners listen to a passage, note down a key word or phrase and then encourage comparison.

Dictogloss was introduced by Ruth Wajnryb in 1990 and was initially a technique only study grammar. The concept of this technique was different from

traditional dictation where students listen to a passage, and write down what they hear as they are listening. Then later they work together to reconstruct the text. In this technique, the learners listen and write and they rely on their knowledge of semantic, syntactic and discourse systems of the target language to complete the task with the focus on grammatical competence (Vasiljevic, 2010).

Jacob and Small (2003) said about dictogloss, “Dictogloss is an integrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher”. It means that dictogloss is a technique for language teaching which can incorporate the four language skills; listening, speaking, reading, and writing.

In addition, Robinson (2011) stated that dictogloss present more communicative and integrative approach to language learning than traditional dictation. When recreate the text, they are doing so by integrating the four language skills, are given chance to do self-correction by critically looking at how they produce the language, and are learning how to do peer correction with their friends. From the explanation above, it can be concluded that dictogloss is a classroom activity where the listener are given the oral text. They should reconstruct the text using their key words. And then, they can write down using their own words. This technique can cover all English language skills. It is like dictation technique with communicative and integrative approach.

2.2.1 Procedure using Dictogloss

Wajnryb (1990) classifies four stages of dictogloss. There are as follows:

1. Preparation

The preparation stage is to make students more receptive to the listening passage. On this stage, students will be introduced to the topic of the passage that will be read by the teacher. The teacher will tell the students about what they will talk about later in the passage. This stage is also known as warm up.

2. Dictation or Listening Process

On this stage, the students will start to listening activity. The teacher will read a passage to the students twice with normal speed. On the first reading, the students are asked to just listen and understand about the passage, and on the second reading, the students are asked to take a note, to write down the key word or main idea of the text that can help them in reconstructing it.

3. Reconstruction

The students are asked to reconstruct the passage that has been read by the teacher before. They do it in a group that has been divided by the teacher. Here the students will work cooperatively.

4. Analysis and Correction

The last stage of dictogloss is analysis and correction. On this stage, the students will analyze and correct their reconstruction text with their friends and the original text that will be showed by the teacher.

2.2.2 Variations of Dictogloss

According to Jacobs and small (2003) states that there are eight variations of dictogloss can be used in teaching and learning English as a foreign language. These variations are: Dictogloss negotiation, student-controlled dictation, student-student dictation, dictogloss summaries, scrambled sentence dictogloss, elaboration dictogloss, dictogloss opinion, and picture dictation.

a. Dictogloss Negotiation

Students can discuss each section of the text that has been read by teacher instead of discussing it at the end of the whole reading. This section is developed as follows: firstly, students sit with a partner face to face while the teacher reads the text to facilitate understanding. Secondly, the facilitator reads the text again and stops after each sentence or paragraph to provide an opportunity to orally discuss but not to write. Thirdly, one of students is chosen to write the reconstruction of each section of the text and finally, the whole group can compare their reconstructions with the original reading.

b. Student-Controlled Dictation

Learners have the control of dictation. It means that they can ask the teacher when she/he should stop and go back to the reading. Students can ask for repetitions as many times as they consider necessary. Moreover, students can bring to the class their own texts or nominate topics they desire to read.

c. Student-student Dictation

This dictogloss variation involves key elements of cooperative learning. In particular equal participation from all group members. These ideas are presented by

Jacobs and Small to explain that learners are more involved in their own learning process during all lessons because they have to read the texts to their partners instead of the teacher, taking turns to control the activity.

d. Dictogloss summaries

Learners are focused only the key ideas of the original text without writing them down. This activity of attention is used to summarize the whole reading working with a partner, summaries as a dictogloss variation is clue because while students are working together, the teacher can provide them visual clues about the activity such as picture, mind maps, among others, in order to facilitate understanding for the reconstruction stage.

e. Scrambled Sentence dictogloss

It is a popular technique for teaching a number of language skills, because it requires concentration logic, and analysis to organize and give meaning to the text exposed by the teacher. During the lesson, a teacher first jumbles the text before reading. Secondly, the students have to organize it in a logical sequence, after that the facilitator checks up the structure and the sense of each one of the sentences to analyze the students' listening comprehension.

f. Elaboration Dictogloss

Learners go beyond what they listen to not only recreate a text, but also to improve it. In elaboration dictogloss, when students finish taking notes about the reading exposed by the teacher, they reconstruct it including elaborations, which could be based on what they know about the topic, researched or invented.

g. Dictogloss opinion

After students reconstruct the text, they give their opinion on the writers' idea. These opinions can be inserted at various points in the text or can be written at the end of the reconstruction. If a student commentary is inserted through out the text, it promotes a sort of dialogue with the original authors of the reading.

h. Picture dictation

After some explanations about relevant content and concept of the drawings' descriptions, students listen to some information about a picture to build their own illustration based on what they heard, and compare drawings not only with their partners, but also with the original version. It is important to clarify that students have the opportunity to reconstruct firstly, the description text read by the teacher to finally do a drawing.

2.2.3 The Advantages and Disadvantages of Dictogloss

1. The Advantages of Dictogloss

Dictogloss as one technique that can be used in language teaching brings some advantages when it is implemented. According to Vasiljevic (2010), there are some advantages of dictogloss. Those advantages are:

a. By dictogloss, students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. It is because dictogloss combines individual and group activities in which students listen and take notes individually and then reconstruct the text together.

b. The reconstruction stage helps student try out their hypotheses and subsequently to identify their strengths and weaknesses. The reconstruction and

correction stages help the students to compare input to their own representation of the text and to identify the possible gaps.

c. Dictogloss also promotes learners' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve.

d. Dictogloss is beneficial to reduce learners' anxiety in learning because they learn in small group.

2. The Disadvantages of dictogloss

After we know the advantages the use of dictogloss, it also has disadvantages stated by Alderson (1997), as follow:

- a. Dictogloss has a very long procedure and needs much time to apply perfectly in teaching and learning process.
- b. Not as effective for lower lever learner.
- c. If the dictation is not recorded on tape, the test will be less reliable, as there will be differences in speed of delivery of the text to different audiences.
- d. Dictation is in fact written that are read aloud so they do not helps the students understand the difference between the oral and written language.
- e. The exercises can be unrealistic if the text used has been previously created to be read rather than heard